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ABSTRACT

This report is a synopsis of the findings of a nine-month research study into the beliefs, attitudes, and behavior of both adults and high school youth involved in the use of alcoholic beverages and driving. A questionnaire was administered to a nationally projectable samply of 1,660 adults between the ages of 18 and 55 and to a representative sample of 397 high school students. The questionnaire attempted to measure the success of an extensive three-year public information/communications effort on the problem of drunk driving, sponsored by the U. S. Department of Transportation's National Highway Traffic Safety Administration (NHTSA). Results indicated significant progress since 1970 in increasing people's awareness of the drunk driving problem, as well as a readiness to pay higher taxes to support stricter law enforcement programs. The study among high school students revealed an alarming amount of drinking and driving, and almost as much involvement with alcohol-related situations as adults. The report also provides a thorough evaluation of both sample groups which can be used to give direction to future efforts to solve the drunk driving problem. (Author/PC)

ED103756

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A STRATEGIC STUDY FOR COMMUNICATION PROGRAMS ON ALCOHOL AND HIGHWAY SAFETY

HIGH SCHOOL STUDY

Prepared For:

OFFICE OF PEDESTRIAN AND DRIVER PROGRAMS
NATIONAL HIGHWAY TRAFFIC SAFETY ADMINISTRATION
U.S. DEPARTMENT OF TRANSPORTATION

GREY MARKETING AND RESEARCH DEPARTMENT
#10300BR606 November, 1974

BACKGROUND

NHTSA has traditionally directed alcohol and highway safety communications at the high school age group. It has been recognized that adolescence is the time when most people are faced with the use or non-use of alcohol for the first time. At the same time it is also the age at which most people begin to drive, necessitating decisions about how they will relate their newly established drinking behavior to their recently acquired driving opportunities.

In the midst of a growing concern for these young drivers and pedestrians in the alcohol-use environment, NHTSA in conducting a national adult study on alcohol and highway safety considered it highly desirable to supplement the adult study with a representative sample of high school students.

OBJECTIVES

The primary objective of this study is analysis of a representative sample of high school students to provide NHTSA with strategic direction for communications' programs aimed at this group. Therefore, this research addressed the following questions:

- What is the size and nature of the target for NHTSA's high school youth programs?
- What should the objectives be of NHTSA programs directed toward this target?
- How should these messages or programs be presented?
- What secondary targets are relevant to NHTSA's efforts among the youth population?

RESEARCH DESIGN

In order to meet these objectives, a two phase research design was executed.

Ia. EXPLORATION: To develop the measurement tool

. Review of Existing Data

Relevant data sources were reviewed to determine issues of concern and the data necessary for analysis.

. Qualitative Development

Two high school focus groups were conducted, one among drinkers, one among non-drinkers. This phase developed hypotheses and, in addition, provided appropriate consumer language for the questionnaire in the measurement phase.

Ib. PILOT MEASUREMENT PHASE: To pre-test and refine the measurement tool.

. Objective

In order to meet the research objectives it was seen that a major portion of the necessary data was both personal and sensitive.

To insure both truthfulness and freedom of expression a two-fold resolution was suggested:

. The interviewing would be conducted in central location out of the respondent's home.

. All personal behavioral data was collected in a self-administered answer booklet.

Method

The entire administration and interviewing process was pre-tested.

WHO? 16 completed interviews and the screen necessary to obtain them.

WHERE? Boston.

WHEN? June, 1974

IIb. MEASUREMENT PHASE: To measure a representative sample of youth according to the objectives of the study.

WHO? 1848 households were screened by telephone for high school students willing to participate in a study on general social issues. An eligibility quota based on sex and year in high school was applied.*

Yield:

	TOTAL	MALE	FEMALE
HIGH SCHOOL			
Freshmen	96	48	48
Sophomores	101	51	50
Juniors	100	48	52
Seniors	100	50	50
	397	197	200

WHERE? Central locations chosen in 25 areas to give adequate geographical representation and reflect the metropolitan and non-metropolitan composition of the country.

WHEN? June, 1974

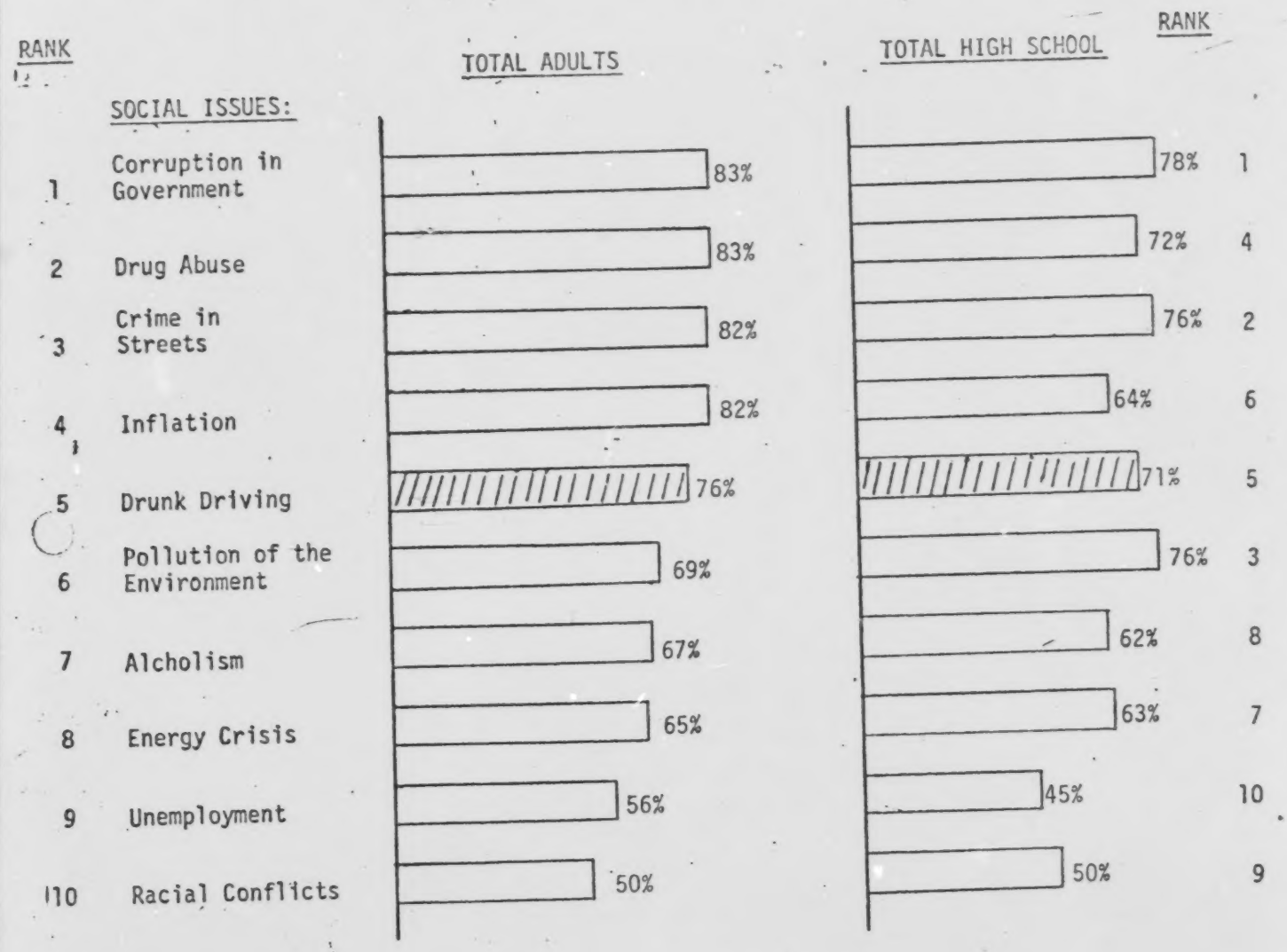
* A detailed description of the Sample appears in the

INTRODUCTION

WHERE DO PEOPLE RANK THE PROBLEM OF DRUNK DRIVING?

(Base: Total Adult and High School Sample)

- % Rating "Extremely" or "Very" Important -



NHTSA

HIGH SCHOOL SAMPLE

I. MARKET DEFINITION

- Size and Nature
- Alcohol Attitudes
- Drinking Behavior
- Driving Behavior

II. STRATEGIC PROBLEM

- Knowledgeability
- Willingness to Act

III. COUNTERMEASURE POTENTIAL

I. MARKET DEFINITION

THE ARS-INVOLVED HIGH SCHOOL STUDENT

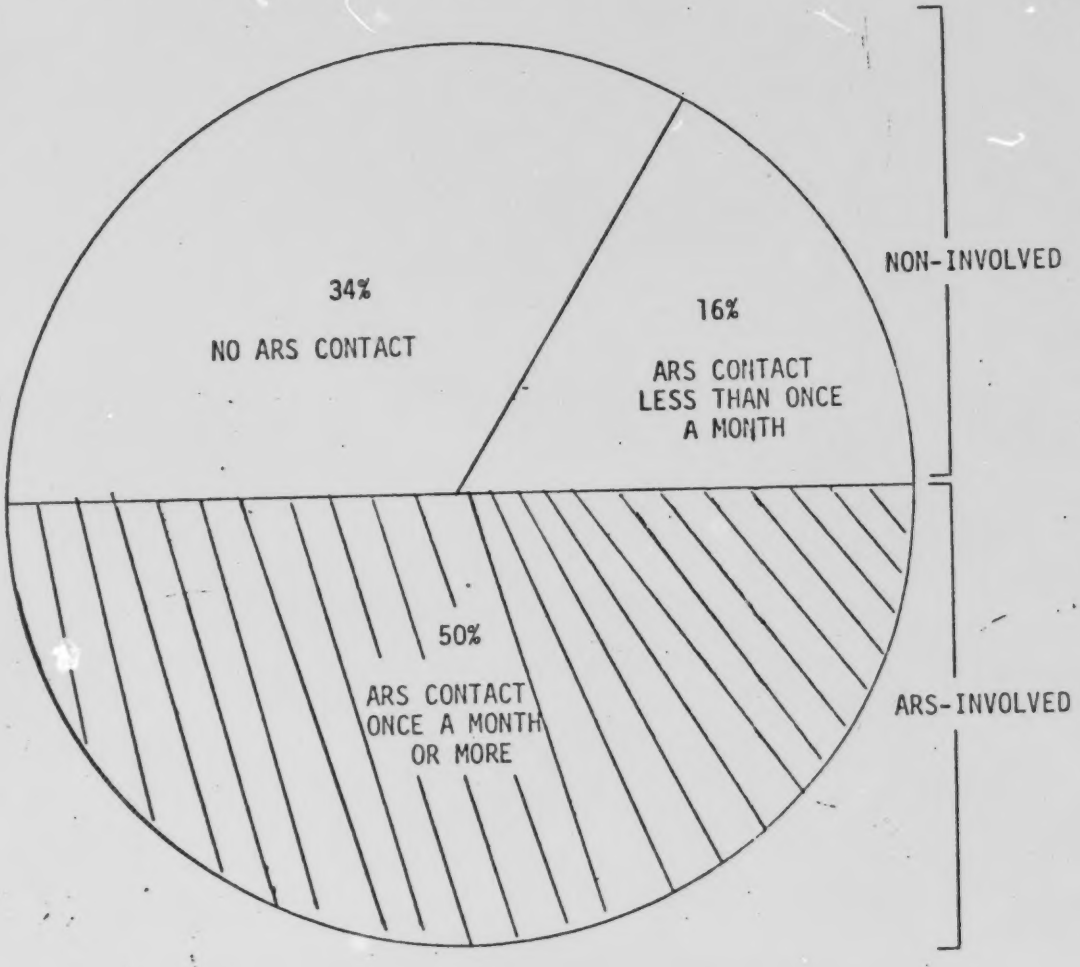
- Size and Nature
- Alcohol Attitudes
- Drinking Behavior
- Driving Behavior

THE ARS-INVOLVED HIGH SCHOOL STUDENT

- Size and Involvement

HOW FREQUENTLY DOES THE HIGH SCHOOL SAMPLE HAVE CONTACT WITH THE ALCOHOL RELATED SITUATION?

(Base: High School Sample)

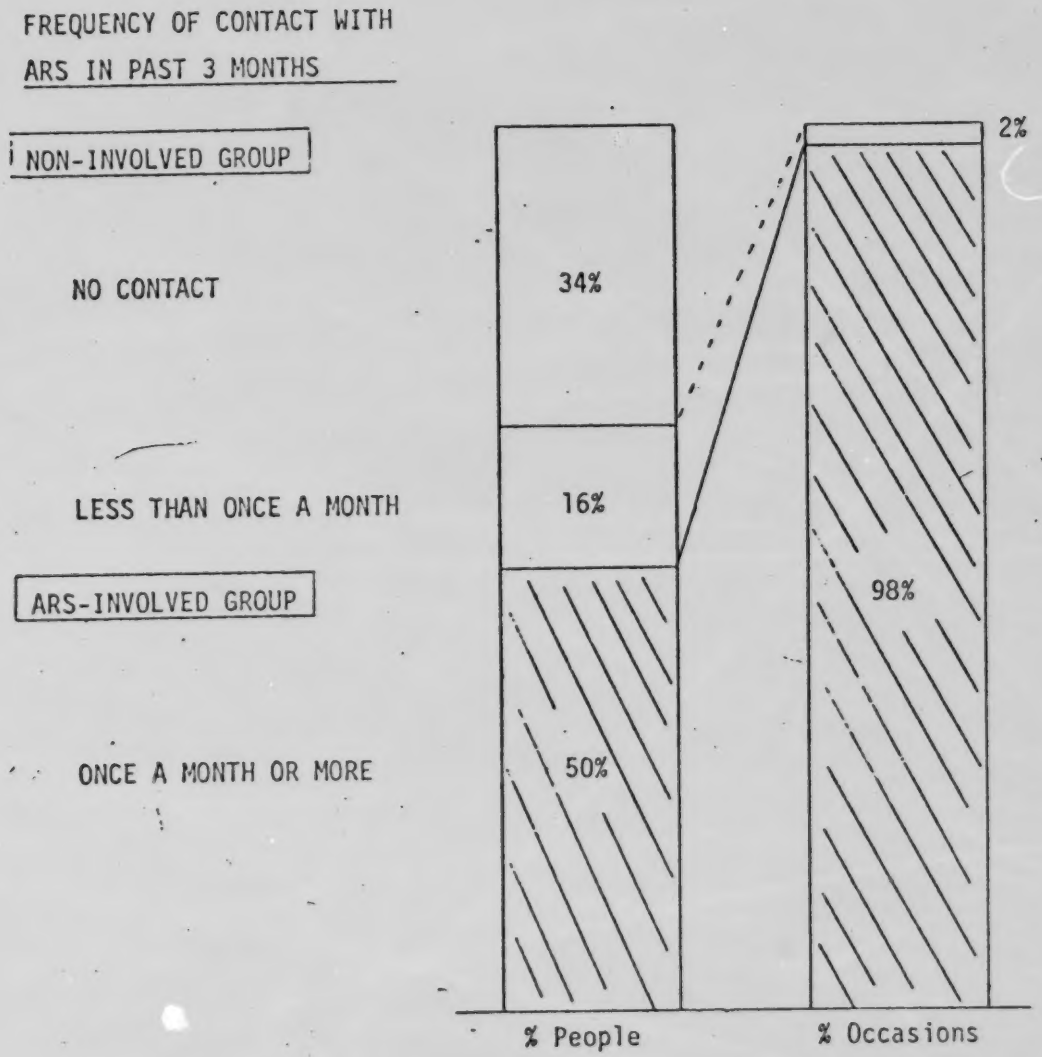


Q. In the past 3 months, were you in any social situation, with young people and without adult supervision, that alcoholic beverages were consumed?

Q. (HAND CARD) how frequently in the past 3 months, in the social situation, with young people and without adult supervision, that alcoholic beverages were consumed?

HOW FREQUENTLY DOES THE HIGH SCHOOL SAMPLE HAVE CONTACT WITH THE ALCOHOL RELATED SITUATION?

(Base: High School Sample)



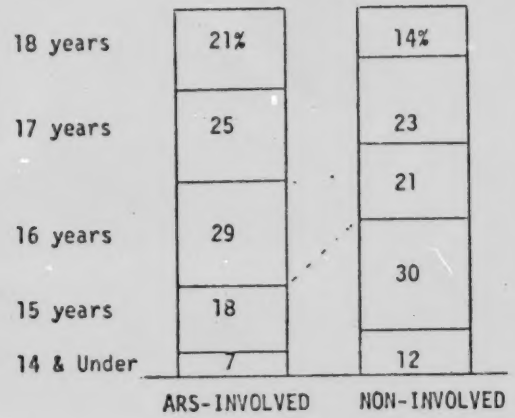
THE ARS-INVOLVED HIGH SCHOOL STUDENT

. Sample Characteristics

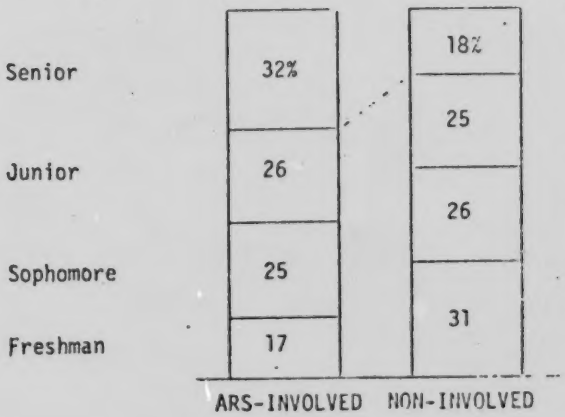
- demographic
- scholastic
- social
- personality

WHAT ARE THE DEMOGRAPHIC CHARACTERISTICS OF THE ARS - INVOLVED GROUP?
(Base: High School Sample)

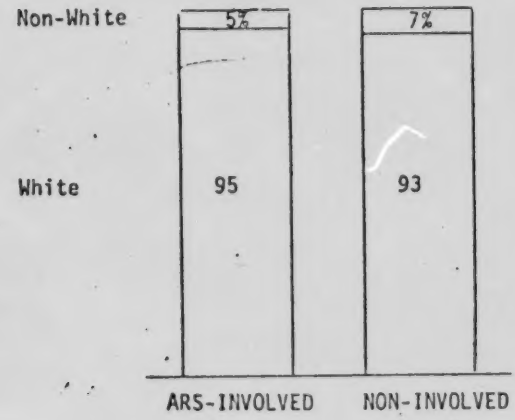
AGE OF RESPONDENT



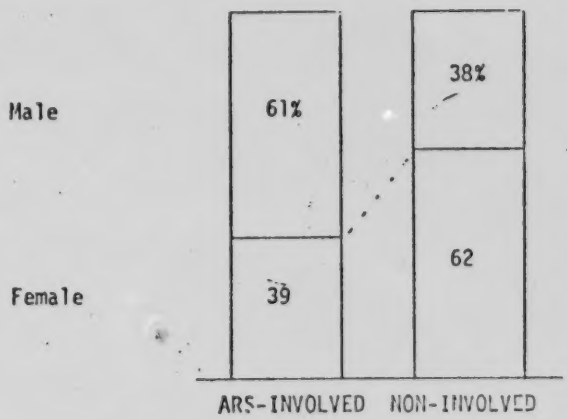
HIGH SCHOOL GRADE



RACE OF RESPONDENT



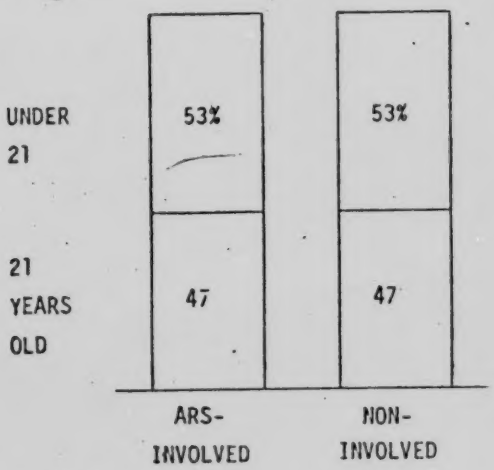
SEX OF RESPONDENT



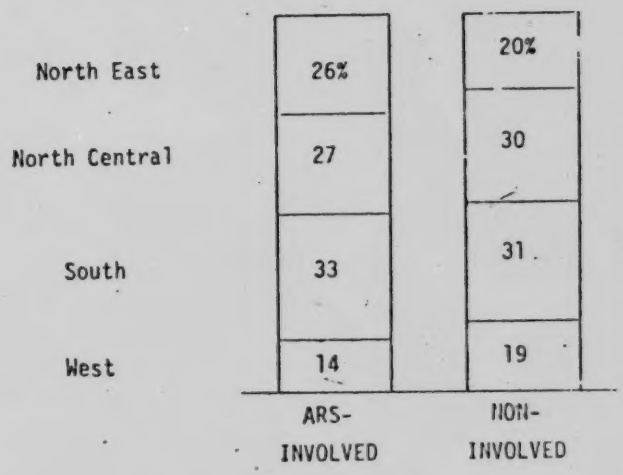
WHAT ARE THE DEMOGRAPHIC CHARACTERISTICS OF THE ARS - INVOLVED GROUP?

(Base: High School Sample)

STATEWIDE LEGAL DRINKING AGE

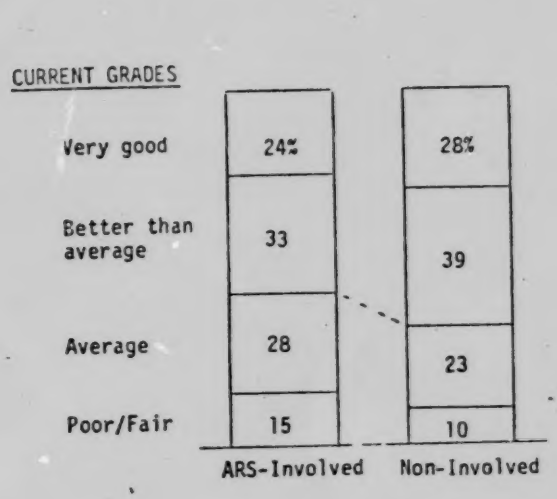


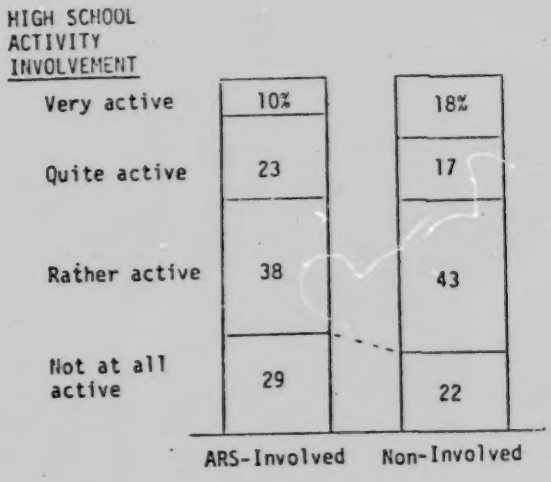
REGION

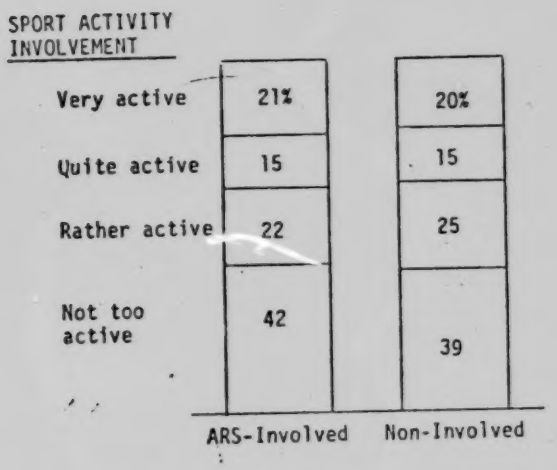


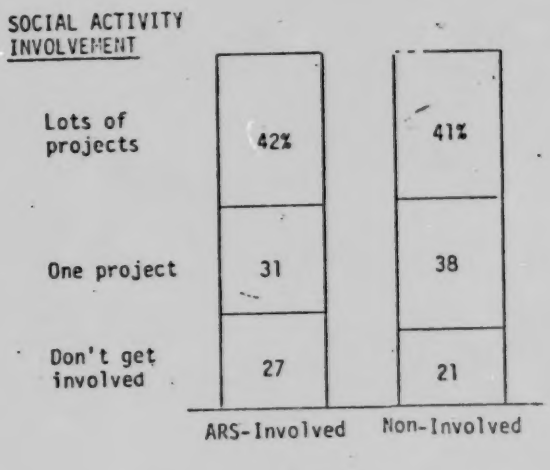
WHAT IS THE ARS-INVOLVED HIGH SCHOOL STUDENT'S SCHOOL AND SOCIAL INVOLVEMENT?

(Base: High School Sample)





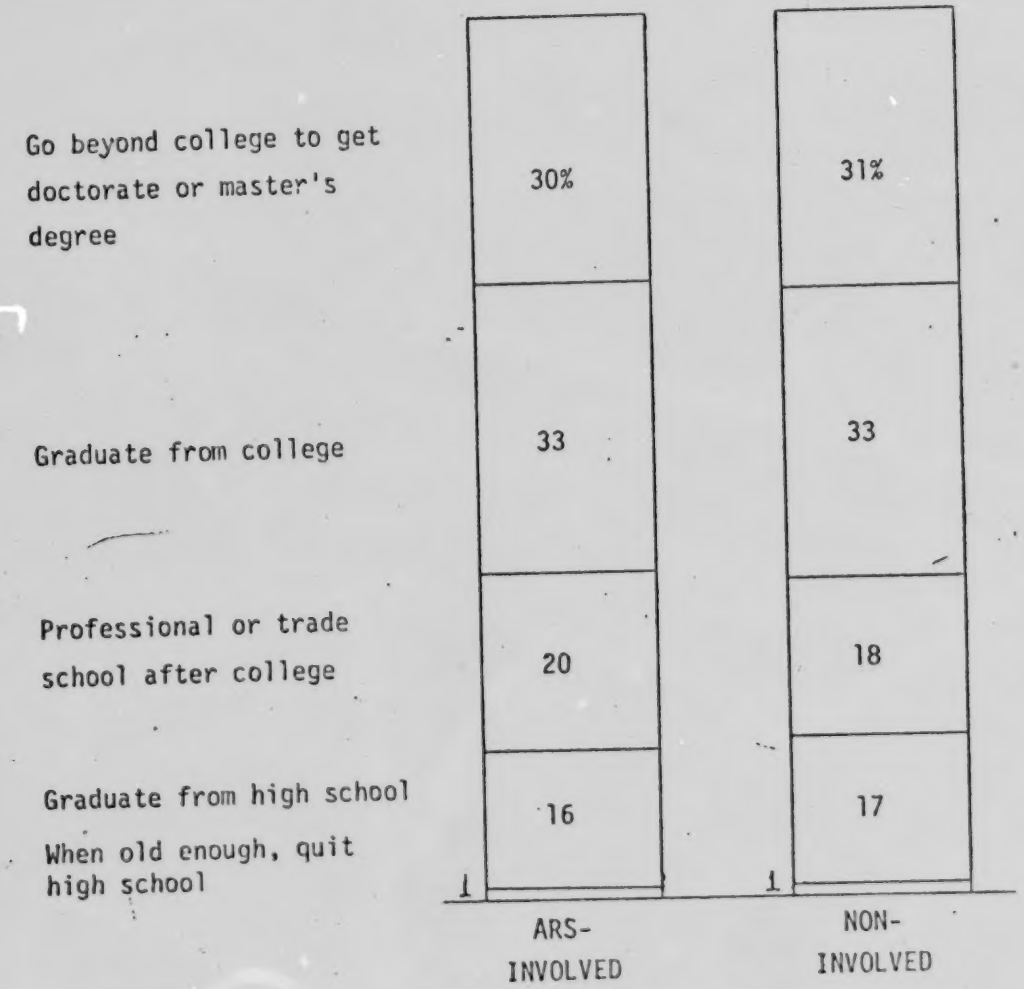




Q. Which phrase best describes your school grades during this current year?
Q. Which phrase best describes your involvement with school activities like clubs, newspapers, yearbooks, etc?
Q. Which phrase best describes how active you were in school sponsored team sports?
Q. Which phrase best describes how involved you are with activities outside of school?

WHAT ARE THE EDUCATIONAL ASPIRATIONS OF THE ARS - INVOLVED HIGH SCHOOL STUDENT?
(Base: High School Sample)

EDUCATIONAL ASPIRATIONS:

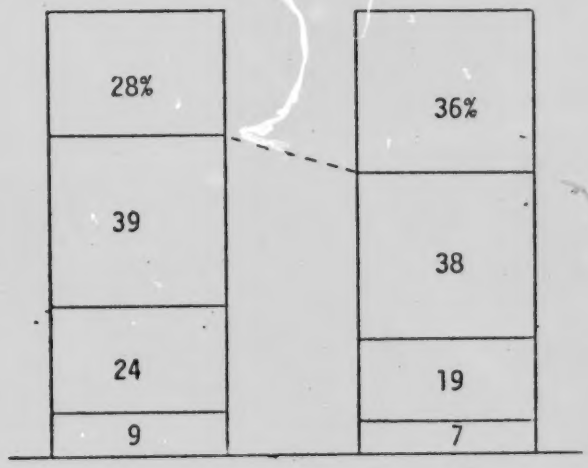


Q. Which phrase best describes the highest level you want to go on your schooling?

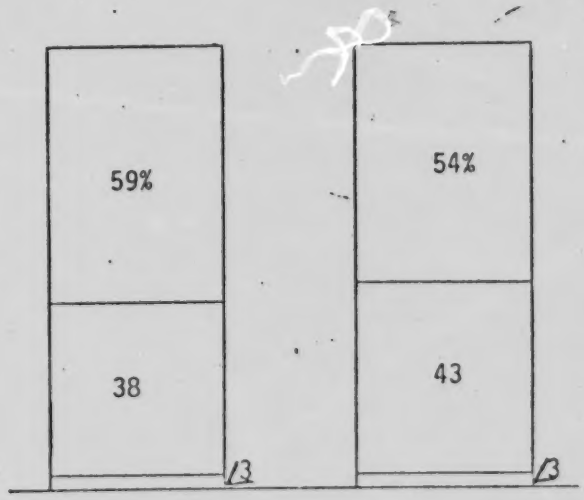
WHAT ARE SOME RELATIONAL CHARACTERISTICS OF THE ARS-INVOLVED HIGH SCHOOL GROUP?

(Base: High School Sample)

RATING OF FAMILY UNITY:



RATING OF SOCIAL LIFE:

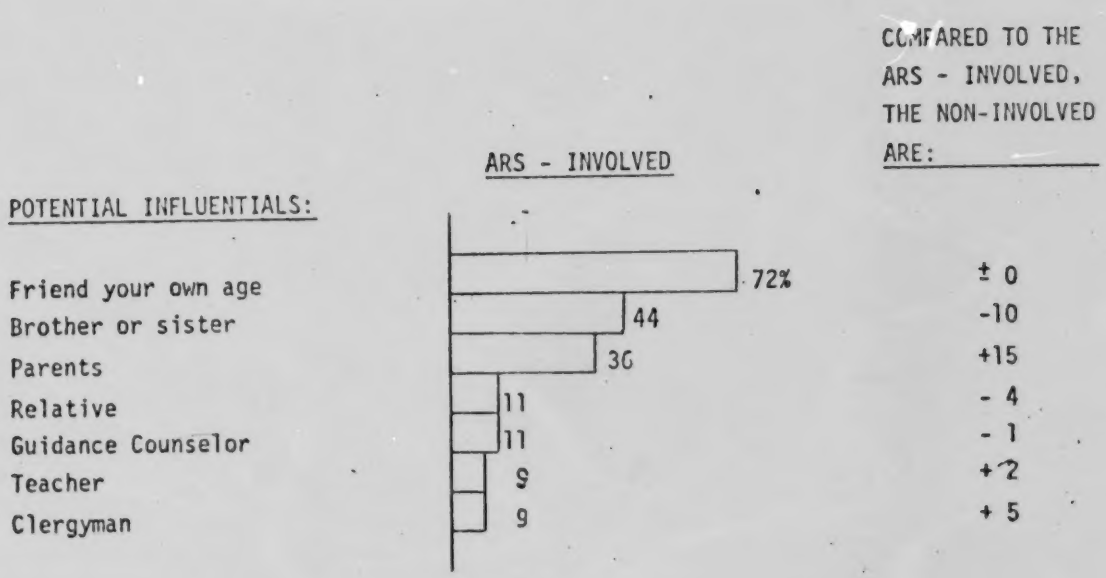


Q. How would you describe your family?

Q. How would you best characterize your own social life?

WHO ARE THE POTENTIAL INFLUENTIALS FOR THE ARS - INVOLVED HIGH SCHOOL GROUP?

(Base: High School Sample)



Q. If you had a personal problem that required confidential advice or assistance from another person, who would you be likely to turn to?

PSYCHOLOGICAL FACTOR STRUCTURE
HIGH SCHOOL

SOCIABILITY	• I spend a lot of time visiting friends.
AGGRESSION	• Stupidity makes me angry. • I do not like to see anyone receive bad news.(R)
DOMINANCE	• I feel confident when directing the activity of others. • I think it is better to be quiet than assertive.(R)
CAUTIOUSNESS	• I am careful about the things I do because I want to have a long and healthy life. • I like the feeling of going fast.(R)
IMPULSIVITY	• I find that I sometimes forget to 'look before I leap'. • Rarely, if ever, do I do anything reckless.(R)
SUPPORTIVENESS OF FRIENDS	• I believe in giving friends lots of help and advice. • If someone is in trouble, I try not to become involved.(R)
NEED FOR SOCIAL RECOGNITION	• When I am doing something, I often worry about what other people will think. • I will not go out of my way to behave in an approved way.(R)
ACCEPTANCE OF SOCIAL ORDER	• I believe the society we live in is pretty good the way it is. • I would make a lot of changes in the laws of this country if I could.(R)
RESPECT FOR LAW	• I obey the law even when I am convinced it is in need of change. • If I can get away with it, I will break any law which I think is bad.(R)
HELPFULNESS TO OTHERS	• I enjoy helping people even if I don't know them very well. • I try to get out of helping other people if I can.(R)

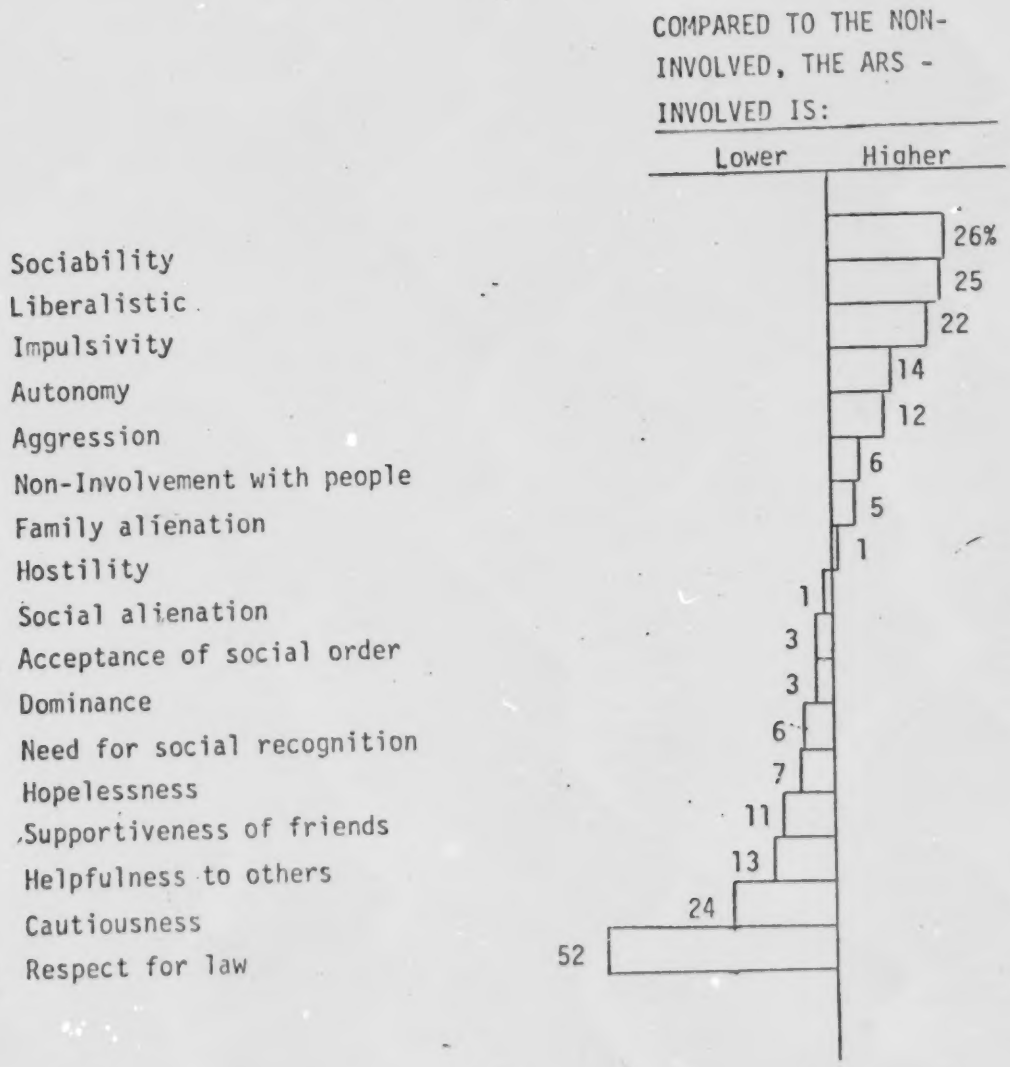
(R) = Reversed for factor scoring.

SOCIAL ALIENATION	• Nowadays, a person has to live pretty much for today and let tomorrow take care of itself. • It's hardly fair to bring children into the world with the way things look for the future. • You sometimes can't help wondering whether anything is worthwhile.
HOPELESSNESS	• There are many people who don't know what to do with their lives. • In a society where almost everyone is out for himself, people soon come to distrust each other.
NON-INVOLVEMENT WITH PEOPLE	• Letting your friends down is not so bad because you can't do good all the time for everybody. • People would be a lot better off if they could live far away from other people & never have to do anything for them.
LIBERALISTIC	• Sexual behavior should be bound by mutual feelings, not by formal and legal ties. • Police should not hesitate to use force to maintain order.(R)
FAMILY ALIENATION	• Sometimes I feel that my parents have no real understanding of what I want out of life. • In dealing with my family, I do not believe that there really is a "generation gap".(R)
HOSTILITY	• I sometimes feel resentful when I don't get my own way. • I can't help getting into arguments when people disagree with me.
AUTONOMY	• If I have a problem, I like to work it out alone. • I usually try to share my problems with someone who can help me.(R)

(R) = Reversed for factor scoring.

WHAT IS THE PERSONALITY/LIFE STYLE PORTRAIT OF THE ARS - INVOLVED HIGH SCHOOL GROUP?

(Base: High School Sample)



THE PERSONALITY/LIFESTYLE PROFILE OF THE ARS-INVOLVED HIGH SCHOOL GROUP

When compared with the Non-Involved group, those young people tend to be a good deal more social and group-oriented. They like to be with a group of their peers in most of their social activities. In terms of their social and civic attitudes, they are more likely to be liberal and permissive and feel that their current social environment is overly restrictive and authoritarian in its attitudes towards young people.

Their involvement in drinking tends to be very much of a social activity. It is actuated not so much by anti-social attitudes, but rather by their greater degree of impulsivity and desire to experiment with new experiences. Their willingness to do this is reinforced by their greater degree of self-confidence and ability to make their own decisions about what they want to do.

With regard to their likelihood of controlling the behavior of other members of their social group, these involved high school students display no tendency toward helping or supporting their friends. In this sense, the social group, in which they participate, is probably not very commitment-oriented and most of the students are reluctant to take the lead in attempting to influence the behavior of others. This is so even in situations which are risky from the standpoint of legal difficulties or actual personal danger to members of the group.

THE ARS-INVOLVED HIGH SCHOOL STUDENT

. Alcohol Attitudes

WHAT ARE THE ALCOHOL RELATED-ATTITUDES OF THE ARS-INVOLVED HIGH SCHOOL GROUP?

(Base: High School Sample)

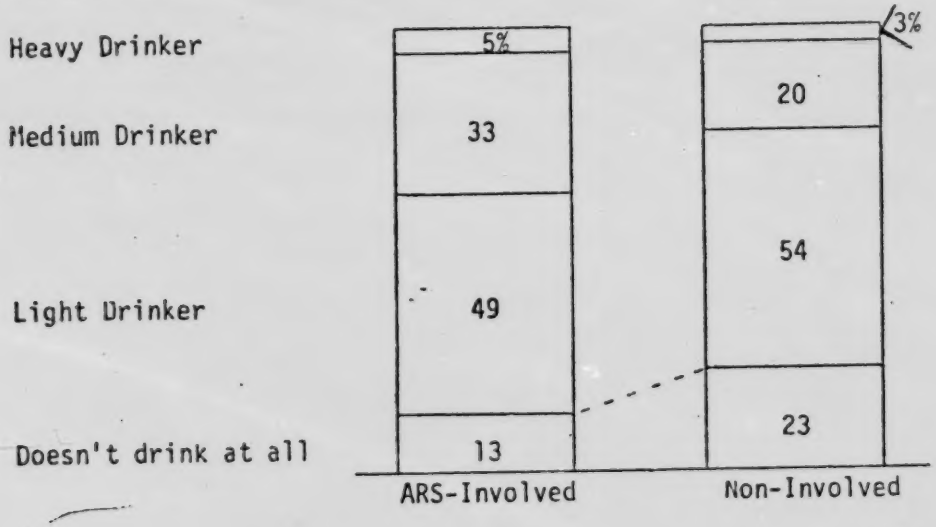
- % RATING "STRONGLY" OR "SOMEWHAT" AGREE -

ARS ADULT %		ARS-INVOLVED	COMPARED TO THE ARS-INVOLVED, THE NON-INVOLVED IS:
	ALCOHOL AND THE TEENAGER ATTITUDES		
88	It is the parent's responsibility to explain the use of alcoholic beverages.	70%	±0
37	Parents should be more concerned about alcohol than marijuana.	45	-8
61	Parents should not be tolerant if their teens drink too much.	42	+5
56	TV ads of beer and wine makes drinking attractive to teenagers.	41	+15
56	Parents should discourage their teens from drinking.	34	+23
29	Teenagers should not be allowed to drink in their own homes.	19	+20
	ALCOHOL AND THE PERSON ATTITUDES		
50	There is no way to stop people who want to drink.	44%	-18
47	Most people who drink do so to socialize better.	44%	-1
32	Most people who drink do so to get high.	40	-7
45	Most people can control their drinking.	36	-2
34	Alcoholic beverages are a stimulant.	35	-4
32	Most people who drink do so only to feel relaxed.	30	-6
30	People who drink are morally weak.	30	+15
	ALCOHOL AND THE SOCIAL SCENE ATTITUDES		
46	Alcoholic beverages are a very important part of most parties.	52%	-22
47	TV over-emphasizes the social uses of alcoholic beverages.	37	+8
35	A good host/hostess does not necessarily provide alcohol.	30	+20

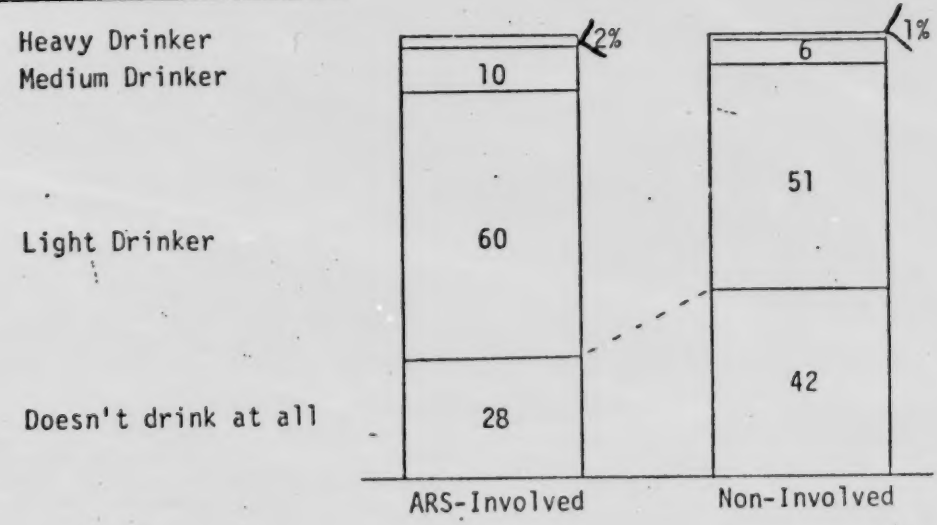
WHAT ARE THE PARENTAL DRINKING PATTERNS OF THE ARS-INVOLVED HIGH SCHOOL GROUP?

(Base: High School Samples)

FATHER'S DRINKING PATTERNS



MOTHER'S DRINKING PATTERNS



WHAT ARE THE PARENTAL ATTITUDES TOWARDS THE USE OF ALCOHOLIC BEVERAGES FOR THE ARS - INVOLVED HIGH SCHOOL GROUP?

(Base: High School Sample)

BEST DESCRIBES PARENTAL ATTITUDES:	ARS - INVOLVED	COMPARED TO THE ARS-INVOLVED, THE NON-INVOLVED IS: %
They don't object in certain circumstances	32%	-1
They prefer that I not drink	21	+5
Opposed to my ever drinking	17	+3
Discourage drinking until a certain age	16	-4
Haven't discussed the subject	9	+1
Don't object on any circumstances	5	-3
Don't care one way or the other	1	±0

- The ARS-Involved group is not a fringe element of the youth group but draws from all age, class, and student types.

  - somewhat older, yet 25% are fifteen years old or younger.

  - slightly more male, yet fully four in ten are females.

  - they report the entire range of grades, activities, involvement as the Non-Involved.

  - as with the non-involved, peers are the influencer environment.

HIGHLIGHTS
MARKET DEFINITION SIZE AND NATURE

- Using alcohol in the unsupervised peer social occasion is a large and pervasive experience of the current high school population.

- There is a group within this total population that is large (50% of all high school students) and frequently (once a month or more) involved in the alcohol related situation which is a peer and unsupervised occasion. This group, which we call the ARS-Involved, accounts for almost all of these peer/unsupvervised occasions reported by the sample.

- The ARS-Involved group while in the mainstream of youth sample characteristics are high differentiated from the Non-Involved students by their personality profile.

  - the ARS-Involved are more likely to be surrounded by a crowd, which forms the setting for social and new experiences.

  - formality, authority, rules and regulations are generally to be tested or ignored.

  - relationships are formed with many people but not at any depth or level of commitment.

  - impulse and not caution is the rule.

These strong personality differences indicate the opportunity to communicate directly to the ARS-Involved group rather than youth in general.

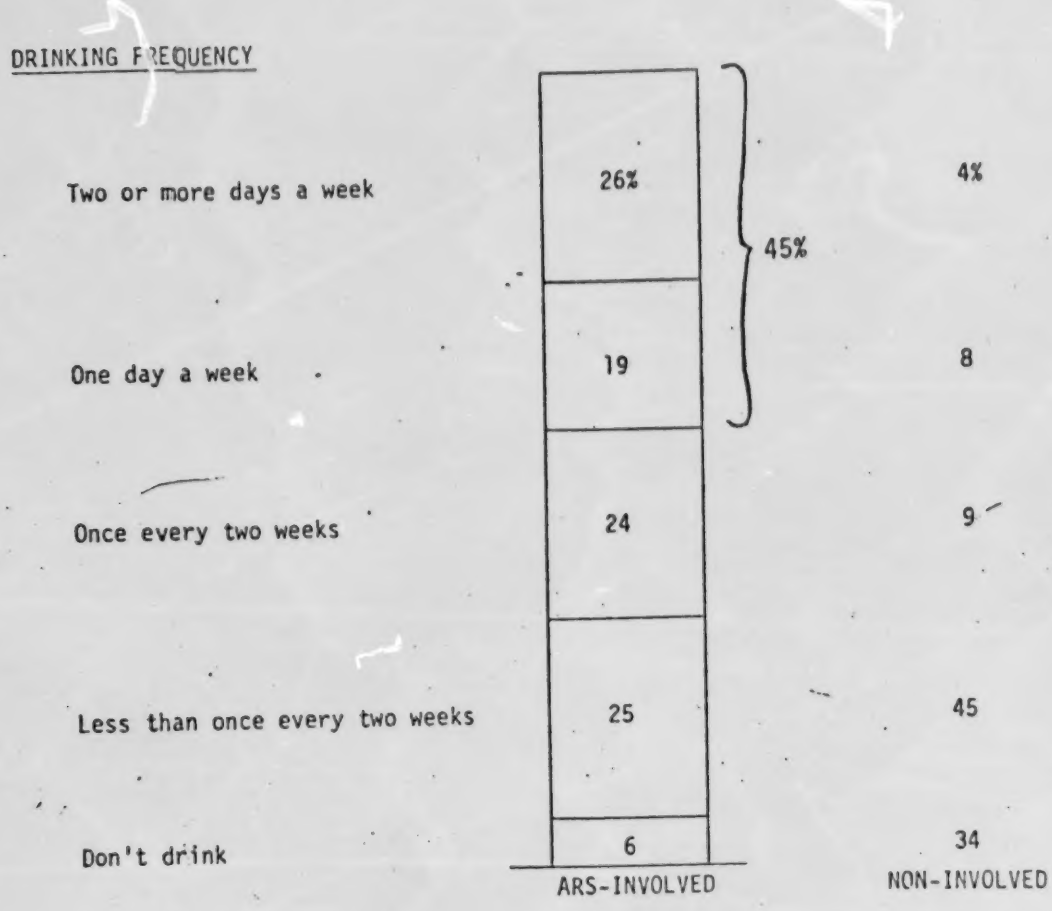
- In general, the alcohol attitudes of the ARS-Involved can be described as more "pro" drinking than the Non-Involved. They have very positive feelings about teen drinking and the social utility of alcohol. This is understandable in the context of their parents' own use of alcohol which is considerably greater than the Non-Involved group.

THE ARS-INVOLVED HIGH SCHOOL STUDENT

. Drinking Behavior

HOW FREQUENTLY DOES THE ARS-INVOLVED HIGH SCHOOL STUDENT DRINK ALCOHOLIC BEVERAGES?

(Base: High School Sample)



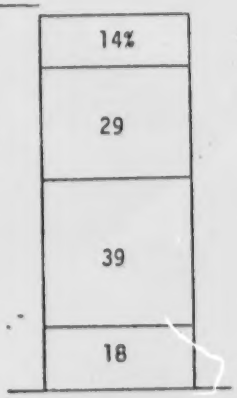
Q. Which phrase best describes how often you drink any type of alcoholic beverage?

WHAT INDICATIONS OF DRINKING VOLUME AND DRUNKENNESS DO WE HAVE ON THE ARS-INVOLVED HIGH SCHOOL STUDENTS?

(Base: High School Sample Who Drink)

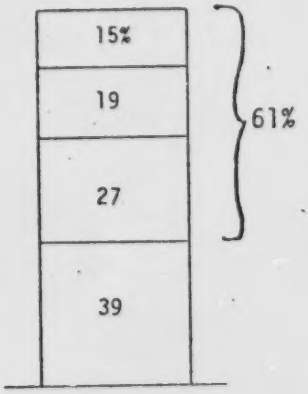
ARS ADULTS %

MOST NUMBER OF DRINKS ON ANY ONE DAY IN THE PAST WEEK



ARS ADULTS %		ARS-INVOLVED	NON-INVOLVED
11	Nine or more drinks	14%	2%
28	Four to eight drinks	29	14
52	One to three drinks	39	33
9	No drinks	18	51

NUMBER OF TIMES DRUNK IN THE PAST MONTH



	ARS-INVOLVED	NON-INVOLVED
Four or more times	15%	0%
Two or three times	19	4
Once	27	26
None	39	70

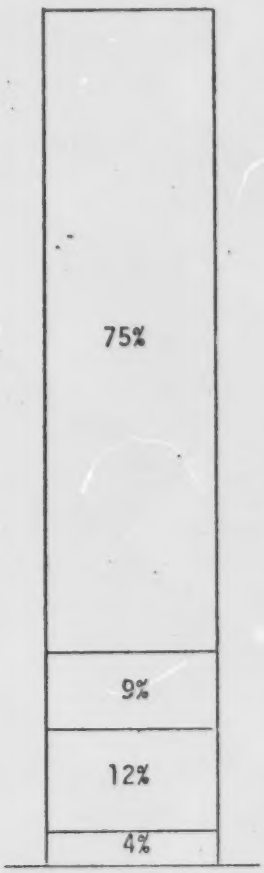
Q. During the past week (last 7 days), what was the most you had to drink on any one day

Q. How many times during the past month have you considered yourself pretty drunk?

WHICH TYPE OF ALCOHOLIC BEVERAGE IS DRUNK MOST OFTEN BY THE ARS - INVOLVED HIGH SCHOOL GROUP?
(Base: High School Sample who drink)

ARS ADULT
%

TYPE OF ALCOHOLIC BEVERAGE DRUNK MOST OFTEN:



		ARS - INVOLVED	NON - INVOLVED
58%	Beer	75%	50%
8%	Wine	9%	35%
34%	Liquor	12%	12%
	Whatever I can get	4%	3%

Q. Which of these alcoholic beverage do you drink most often?

WHAT REASONS DOES THE ARS - INVOLVED HIGH SCHOOL GROUP GIVE FOR DRINKING ALCOHOLIC BEVERAGES?

(Base: High School Sample Who Drink)

	ARS - INVOLVED	COMPARED TO THE ARS-INVOLVED, THE NON-INVOLVED IS: %
It helps me celebrate and have fun	54%	-22
I like the taste	52	-11
I like the feeling of getting high	36	-27
Because my friends drink	27	- 4
It makes me feel better about things	23	- 9
I feel more sure of myself	9	- 6
Because my parents don't want me to	3	± 0
I can dance better	3	+ 2

Q. Which reasons best describe why you drink alcoholic beverages? (CIRCLE AS MANY AS APPLY)

AT WHAT LOCATIONS DOES THE ARS - INVOLVED HIGH SCHOOL STUDENT DRINK?

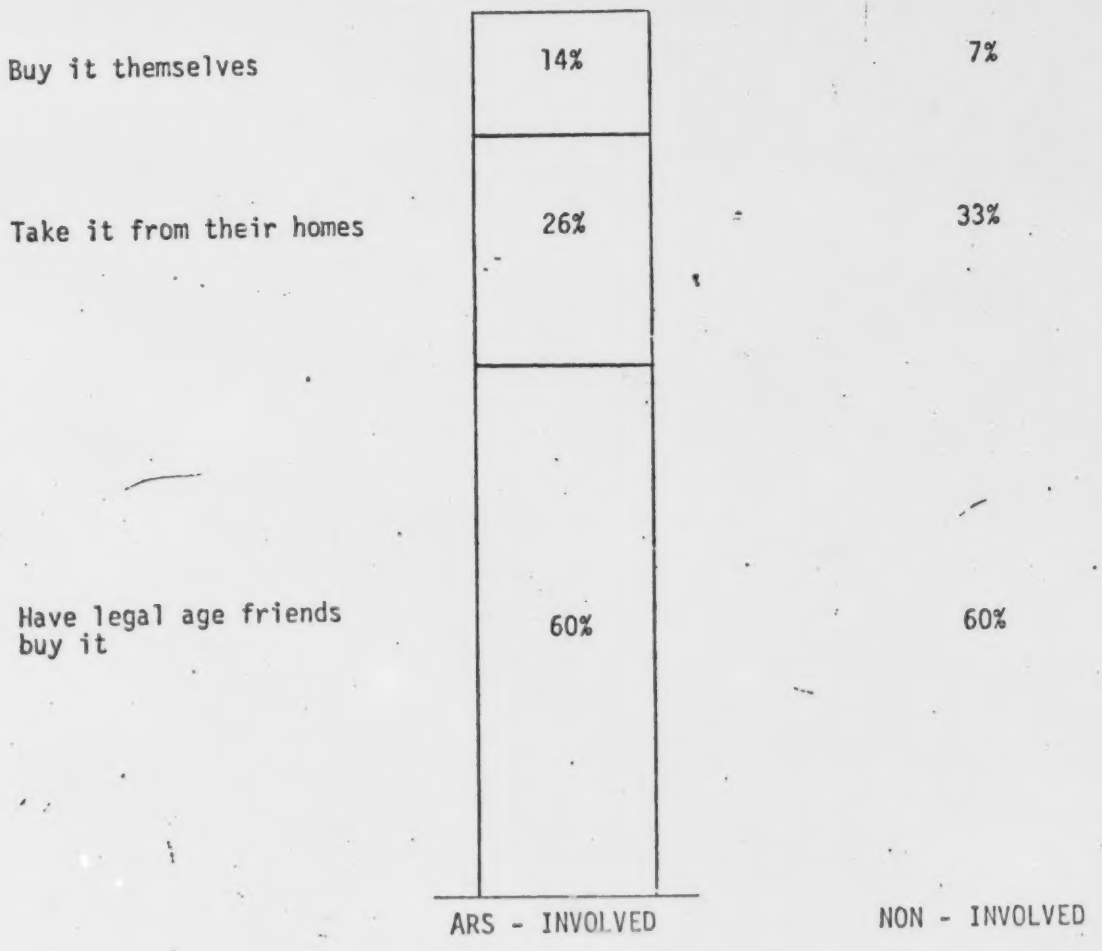
(Base: High School Sample Who Drink)

PAST 3 MONTH LOCATIONS	ARS - INVOLVED	COMPARED TO THE ARS-INVOLVED, THE NON-INVOLVED IS: %
Friend's Home	68%	-34
At a park, beach or other outdoor place	53	-37
Own home	47	-14
At a local hangout	38	-31
While driving around	38	-29
In a bar, restaurant or tavern	32	-23
At school functions (dances, games, rallies, etc.)	24	-18
Drive-in movie	20	-18
On the way to or coming home from school	12	-11
In school, during a break	6	- 6
No drinking in the past 3 months	6	+31

Q. Please circle any of the places you have drunk alcoholic beverages in the past three months.

WHAT DOES THE ARS - INVOLVED GROUP SEE AS THE SOURCE OF ALCOHOLIC BEVERAGES FOR MINORS?
(Base: High School Sample)

WHEN DRINKING OUTSIDE THEIR OWN HOME, SOURCE OF ALCOHOLIC BEVERAGES

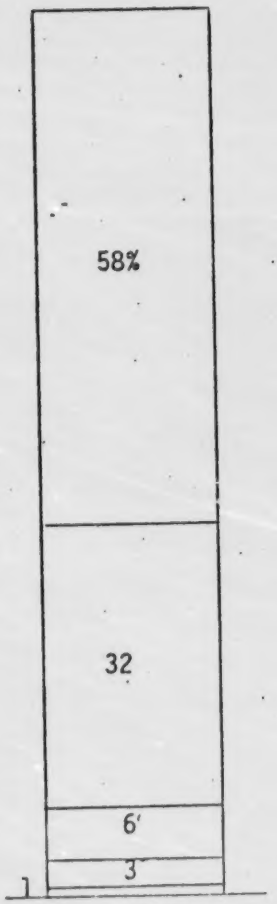


Q. When drinking outside their own home, where do the under-aged persons that you know get their alcoholic beverages?

. Peer Drinking

WHO ARE THE DRINKING COMPANIONS OF ARS - INVOLVED HIGH SCHOOL GROUP?
(Base: High School Sample)

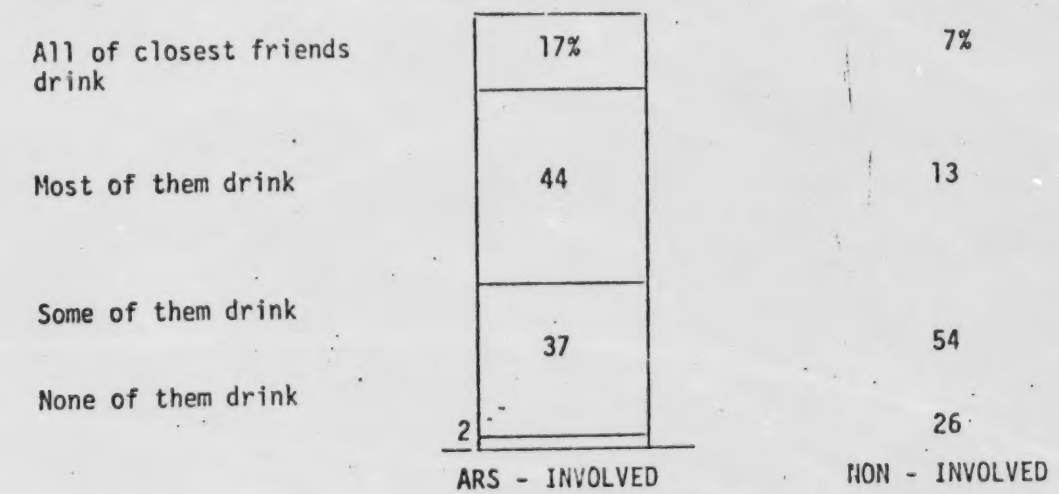
MOST FREQUENT DRINKING COMPANIONS



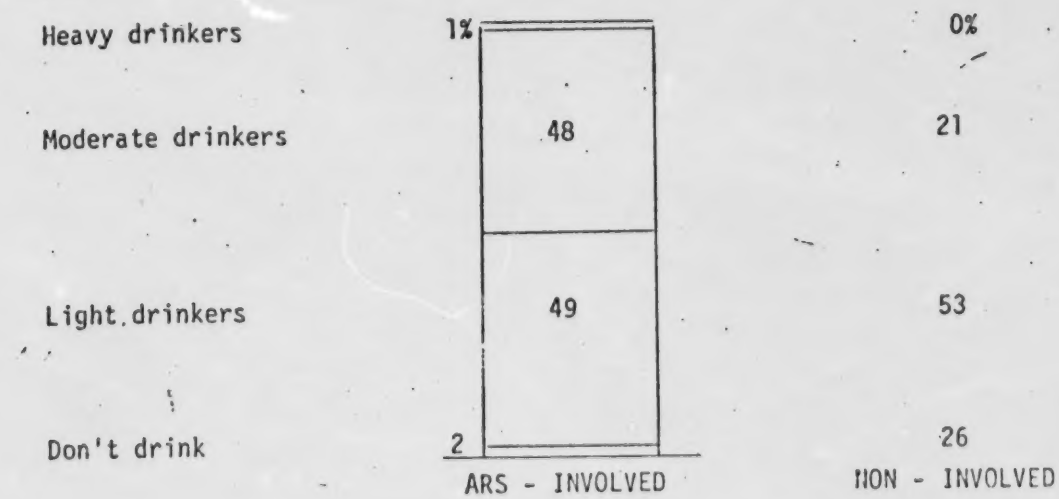
	ARS - INVOLVED	NON - INVOLVED
Male and Female Teens	58%	36%
Teenagers of my own sex	32	26
Members of my own family	6	30
Teenagers of opposite sex	3	3
By myself	1	5

WHAT IS THE PEER DRINKING BEHAVIOR OF THE ARS - INVOLVED HIGH SCHOOL GROUP?
(Base: High School Sample)

DRINKING BEHAVIOR OF PEER GROUP



TYPE OF DRINKER IN PEER GROUP



Q. Which phrase best describes your closest friends?

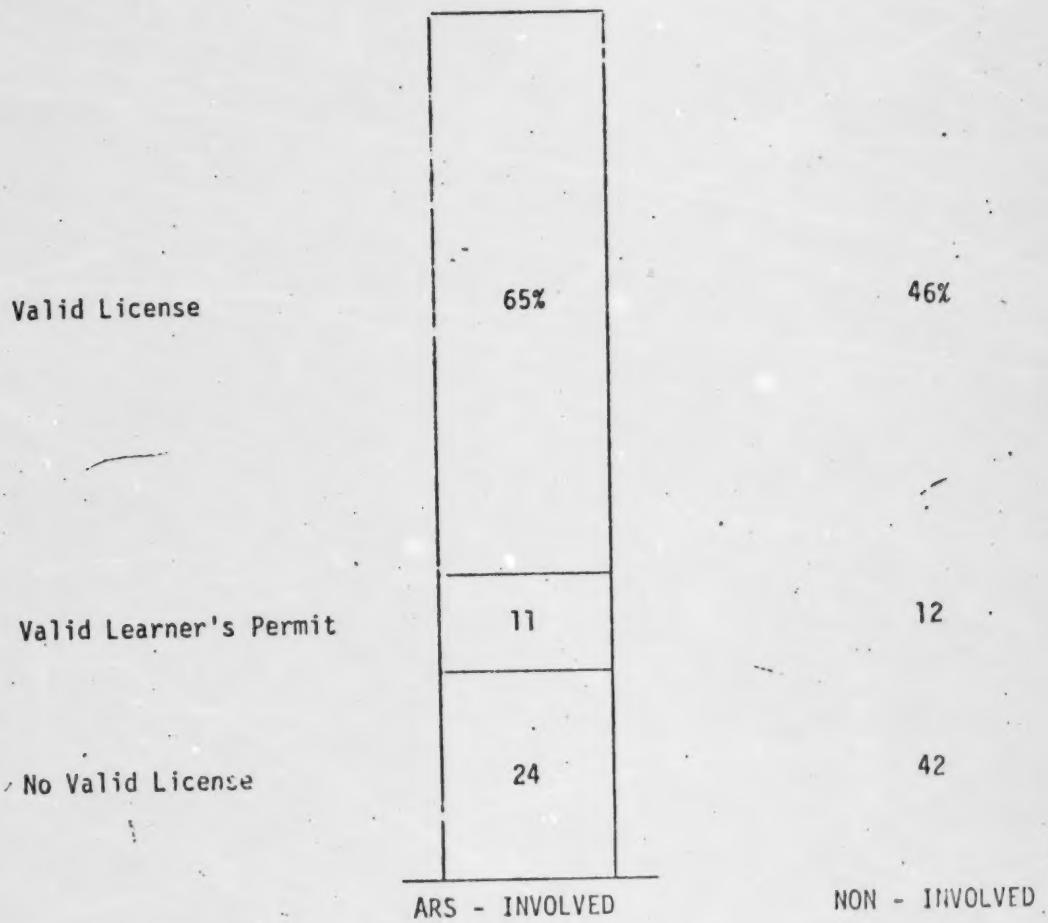
Q. Which phrase describes the drinking frequency of your closest friends?

THE ARS-INVOLVED HIGH SCHOOL STUDENT

. Driving Behavior

WHAT PROPORTION OF THE ARS - INVOLVED HIGH SCHOOL STUDENTS HAVE A DRIVER'S LICENSE?
(Base: High School Sample)

CURRENT LICENSE STATUS:

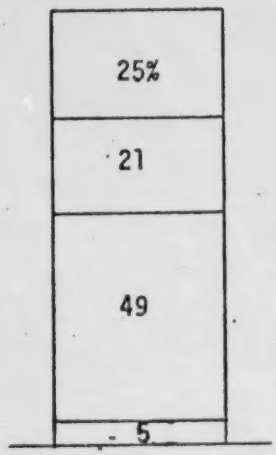


Q. What is the present status of your driver's license?

WHAT IS THE CAR USE AND VIOLATION EXPERIENCE OF THE ARS - INVOLVED HIGH SCHOOL GROUP?

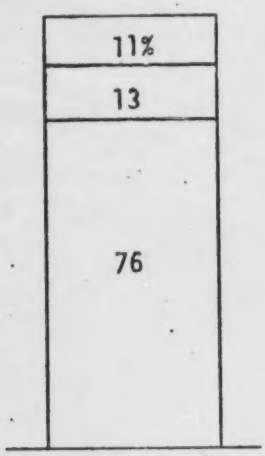
(Base: High School Sample who drive)

CAR RESPONDENT DRIVEN MOST FREQUENTLY



	ARS - INVOLVED	NON - INVOLVED
Own	25%	31%
Family's only car	21	17
Family's second car	49	47
Friend/Relative's car	5	5

MOVING TRAFFIC VIOLATIONS



	ARS - INVOLVED	NON - INVOLVED
More than one	11%	9%
One	13	3
None	76	88

Q. Which number best describes the car you drive most frequently?

Q. Not counting parking violations, how many tickets for moving traffic violations have you ever had?

HIGHLIGHTS

MARKET DEFINITION

DRINKING/DRIVING BEHAVIOR

- The ARS-Involved high school student is not only in the alcohol related situation but is also a frequent user (and abuser) of alcoholic beverages.

  - 43% report that they drink with a frequency of once a week or more.

  - on "most drinks in any one day in the past week" they report the same volume as ARS-adults (around 40% having 4 or more drinks).

  - 61% of this group report they were drunk one or more times in the past month.

- Even more than adults, beer is the most popular beverage by far, with 75% of the ARS-Involved youth group saying it is the beverage they drink most often.

- An aid to celebration/fun, taste and the feeling of getting high are the major reasons for the use of alcohol among the ARS-Involved.

- The drinking locations reported by the ARS-Involved underline both the lack of adult supervision and the use of the car in the midst of their drinking occasions.

  - while friends or own home are frequent locations, over a third indicated they drink while driving around or drink at the local hangout. Drive-ins also account for a fifth of the locations for drinking.

- The source of alcoholic beverages for minors is reportedly legal age friends or taken from home.

- Peers are the most frequent drinking companions by far. Over half report they most frequently drink with male and female peers with an additional 32% naming peer of their own sex as the most frequent companions. As we would expect, these Involved individuals tend to associate with other teens who drink.

- About two thirds of the ARS-Involved group hold a valid driver's license or permit. For 70% of them the car they drive most frequently belongs to the family.

- 24% of this group who drive have had a moving traffic violation of some sort.

II. STRATEGIC PROBLEM

- Knowledgeability
- Willingness to Act

. Knowledgeability

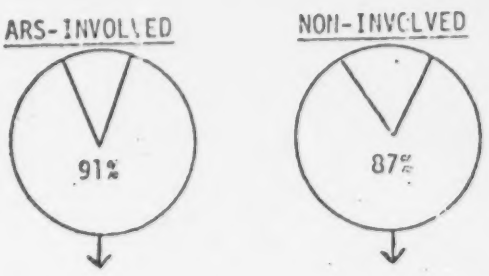
WHAT ARE THE ALCOHOL ATTITUDES AND KNOWLEDGE ITEMS THAT RELATE TO THE ACTUAL EXPERIENCES OF THE ARS-INVOLVED HIGH SCHOOL GROUP?

(Base: High School Sample)

ARS Adult %		ARS-INVOLVED - % Rating "Strongly" Or "Somewhat" Agree	Compared To The ARS-Involved, The Non-Involved Are:
	Alcohol/Highway Safety Knowledge Items		
80	Out of every ten traffic deaths, five are caused by drinking drivers	78%	+4
70	The only way to tell if a person is legally drunk is by the % of alcohol in the blood	72	-2
55	Problem drinkers cause more fatal accidents than social drinkers	56	+6
	Alcohol/Highway Safety Attitudes	- % Rating Any Agreement -	
70	A person who is drunk cannot compensate for it when he drives	66%	-4
70	In a fatal drunk driving accident the drunk is usually not the one killed	62	±0
68	People should support strict laws against drunk driving even if it means higher taxes	48	+18
39	It is dangerous to drive a car after only one or two drinks	36	+10

DOES THE ARS-INVOLVED HIGH SCHOOL SAMPLE KNOW ABOUT PENALTIES FOR THE SALE OF ALCOHOLIC BEVERAGES TO PEOPLE UNDER THE LEGAL DRINKING AGE?
(Base: High School Sample)

AWARE OF PENALTIES FOR SALE TO MINORS

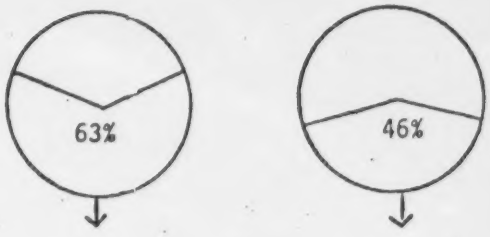


PENALTIES (major verbatim responses)		
Temporary/Permanent loss of license to sell	67%	52%
Store/Bar/Company fined	39	36
Owner can be jailed	14	23
Store/Bar can be closed	7	6
Don't Know	11	14

DOES THE ARS-INVOLVED HIGH SCHOOL GROUP HAVE KNOWLEDGE AND EXPERIENCE OF THE ALCOHOLIC BEVERAGE POSSESSION LAWS?
(Base: High School Sample)

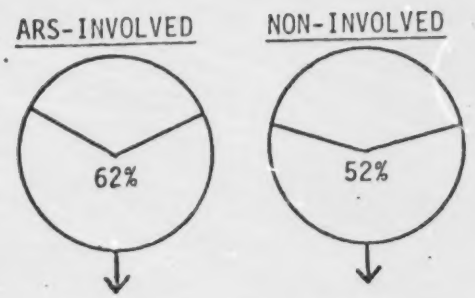
	ARS-INVOLVED	NON-INVOLVED
AWARE THAT THERE ARE POSSESSION LAWS		
Yes	73%	70%
No	12	11
Don't Know	15	19

KNOW SOMEONE STOPPED BY THE POLICE FOR POSSESSION OF ALCOHOLIC BEVERAGES



CONSEQUENCES OF BEING STOPPED (major verbatim responses)		
Warned by the police	29	32
Police called parents	19	19
Fined	15	17
Arrested by police	10	10
Jailed	6	7
Nothing	11	7

DOES THE ARS-INVOLVED HIGH SCHOOL GROUP KNOW WHAT THE CONSEQUENCES ARE FOR CONVICTION OF DRIVING WHILE UNDER THE INFLUENCE?
(Base: High School Sample)



HAVE KNOWLEDGE OF LEGAL OR OTHER CONSEQUENCES OF DWI

CONSEQUENCES OF DWI (major verbatim responses)		
License lost/Suspended/Revoked	73%	72%
Driver is fined	58	50
Jail sentence	40	39
Mark on license	14	9
Severe penalties after first offense	11	12
Probation	7	10

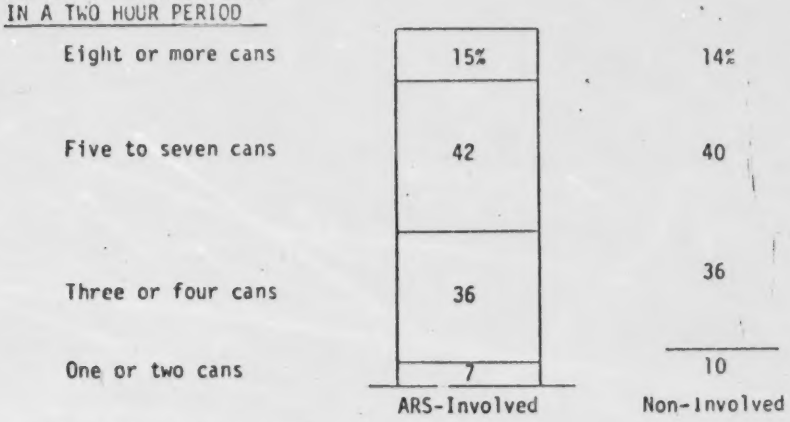
DOES THE ARS-INVOLVED HIGH SCHOOL GROUP KNOW WHAT BLOOD ALCOHOL CONCENTRAION MEANS?
(Base: High School Sample)

	ARS-INVOLVED	NON-INVOLVED
HAVE HEARD OF THE TERM "BAC"	81%	80%
MEANING OF THE TERM (verbatim response)		
Mentions of Amount/Quantity/% of Alcohol in the Blood	78%	74%
Mentions of Measure of Intoxication	21	18
Other	4	5
Don't Know	1	3
DOES YOUR STATE HAVE A LAW BASED ON BAC		
Yes	64%	54%
No	1	2
Don't Know	16	25
WHAT IS THE MINIMUM LEVEL BAC IN YOUR STATE (Base: "Yes" to above)		
Any trace	4%	3%
.05	28	27
.08	20	21
.10	21	22
.12	10	13
.15	13	5
.30	1	--
Don't Know	3	9

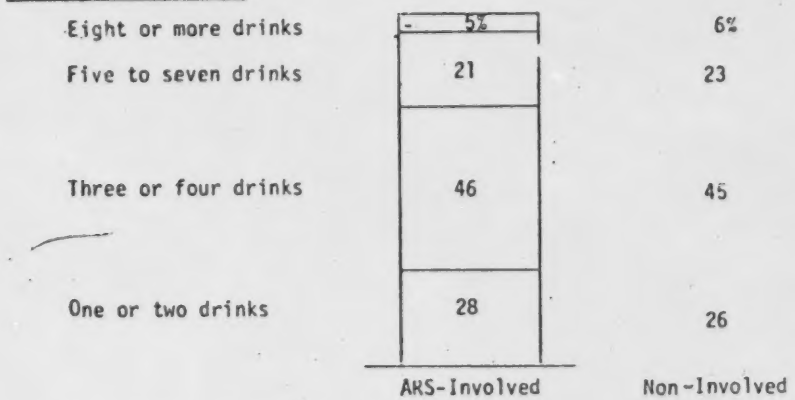
HOW MANY DRINKS DOES THE ARS-INVOLVED HIGH SCHOOL GROUP BELIEVE A TEENAGER CAN CONSUME AND REMAIN UNDER THE LEGAL BAC LIMIT?

(Base: High School Sample)

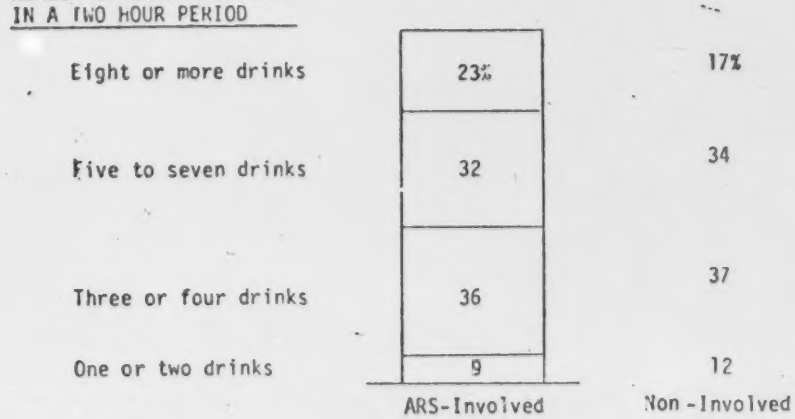
NUMBER OF CANS OF BEER IN A TWO HOUR PERIOD



NUMBER OF DRINKS OF LIQUOR IN A TWO HOUR PERIOD



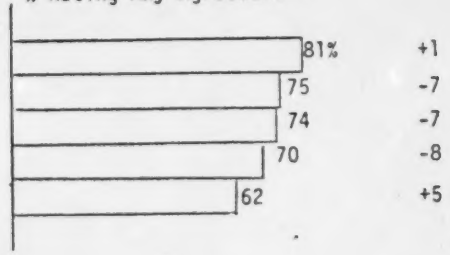
NUMBER OF DRINKS OF WINE IN A TWO HOUR PERIOD



WHAT ARE THE MISPERCEPTIONS HELD BY THE ARS-INVOLVED GROUP?

(Base: High School Sample)

ARS Adult %	Misperceptions On Causes/Solutions Of Impairment	ARS-INVOLVED - % Rating Any Agreement -	Compared To The ARS-Involved, the Non-Involved Is:
80	Mixing different kinds of drinks can increase the effect of alcohol	81%	+1
65	A drink of wine is less intoxicating than an average drink of liquor	75	-7
70	A can of beer is less intoxicating than an average drink of liquor	74	-7
68	A cold shower can help sober up a person	70	-8
52	Drinking black coffee can help sober up a person	62	+5



. Willingness to Act

WHAT ARE THE ALCOHOL ATTITUDES AND KNOWLEDGE ITEMS THAT RELATE TO THE ACTUAL EXPERIENCES OF THE ARS-INVOLVED HIGH SCHOOL GROUP?

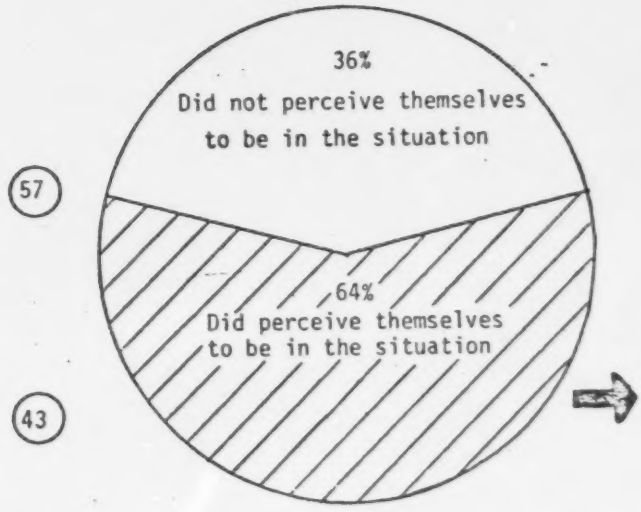
(Base: High School Sample)

ARS Adult %		ARS-INVOLVED - % Rating "Strongly" or "Somewhat" Agree -	Compared To The ARS-Involved, the Non-Involved Is:
	Identification Of Impairment		
70	A person can be drunk and not stagger or slur his speech	72%	-6
39	It is easy to tell if a person is drunk even if you don't know him well	72	-6
48	It is easy to tell when someone has had too much to drink	61	+4
	Perceived Causes Of Impairment	- % Rating Any Agreement -	
95	Alcohol will affect a person faster if he's under medication	89	+1
93	A person drinking on an empty stomach will get drunk faster	85	+2
81	A person's mood helps determine how they are affected by alcohol	76	-3
75	A person who is used to drinking can drink more	76	-6
45	A small person will get drunk faster than a large person	63	-3

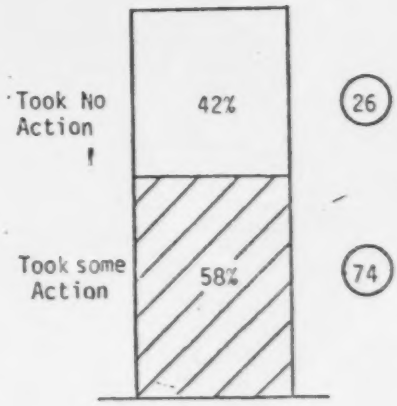
WHAT PROPORTION OF THE ARS-INVOLVED HIGH SCHOOL GROUP WAS IN THE ACTUAL SITUATION WHERE THEY PERCEIVED A POTENTIAL DWI DRIVER?

(Base: ARS-Involved High School Sample)

PAST YEAR IN A POTENTIAL DWI SITUATION



WHEN PERCEIVED, DID OR DID NOT TAKE ACTION



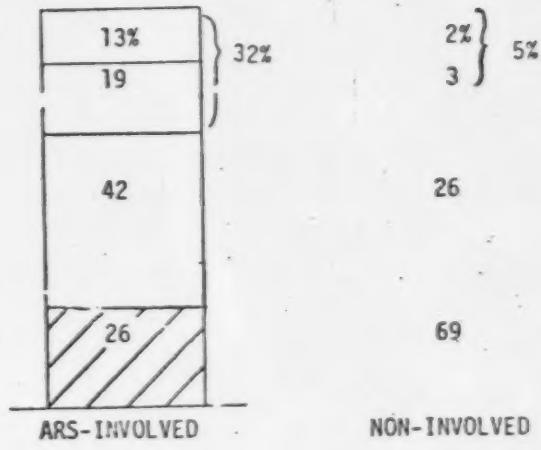
(#) = Adult ARS-Involved Percent

51

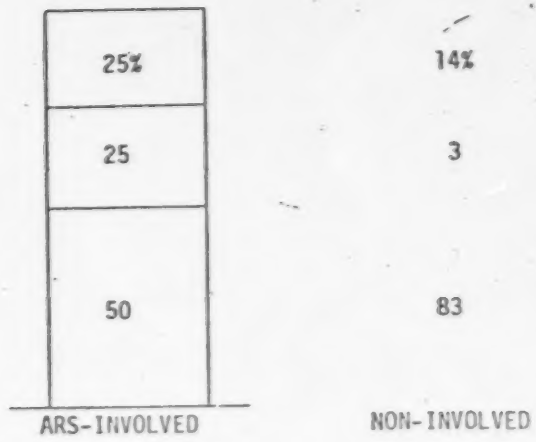
WHAT IS THE ALCOHOL/DRIVING EXPERIENCE OF THE ARS-INVOLVED HIGH SCHOOL GROUP?

(Base: High School Sample)

Frequency, in a car where driver was drinking quite heavily:



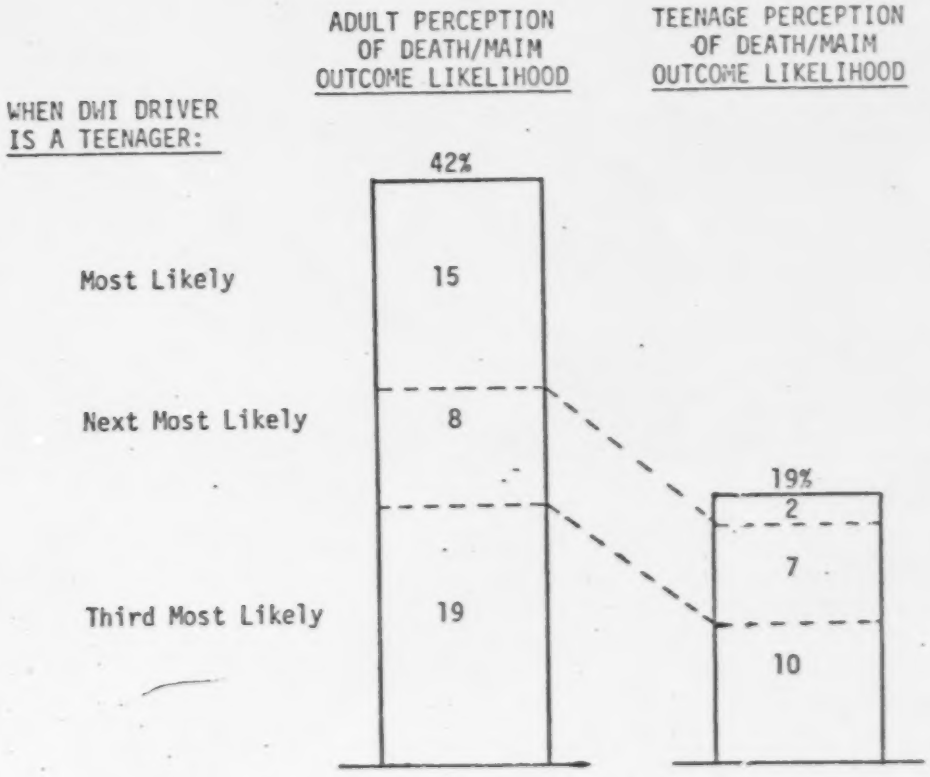
Number of times respondent drove drunk (driver's only):

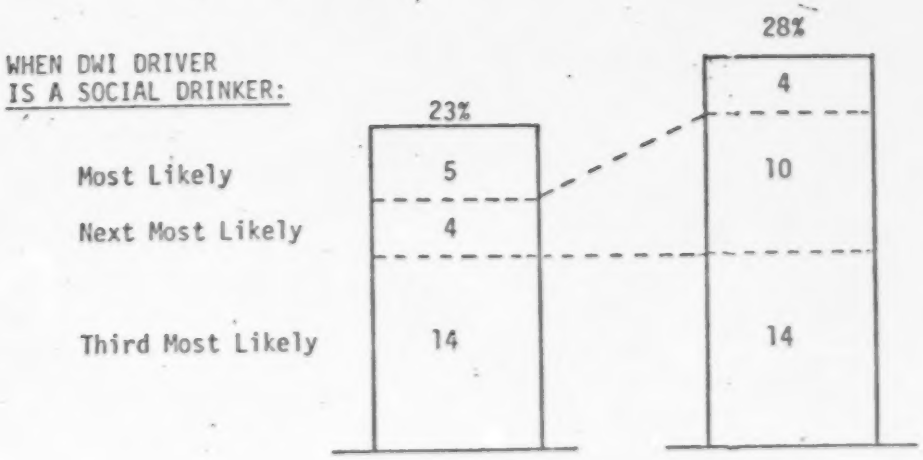


Q. How often have you been in a car where you or one of your friends were driving after drinking quite heavily?

Q. About how many times in your life have you driven a car when you were really pretty drunk?

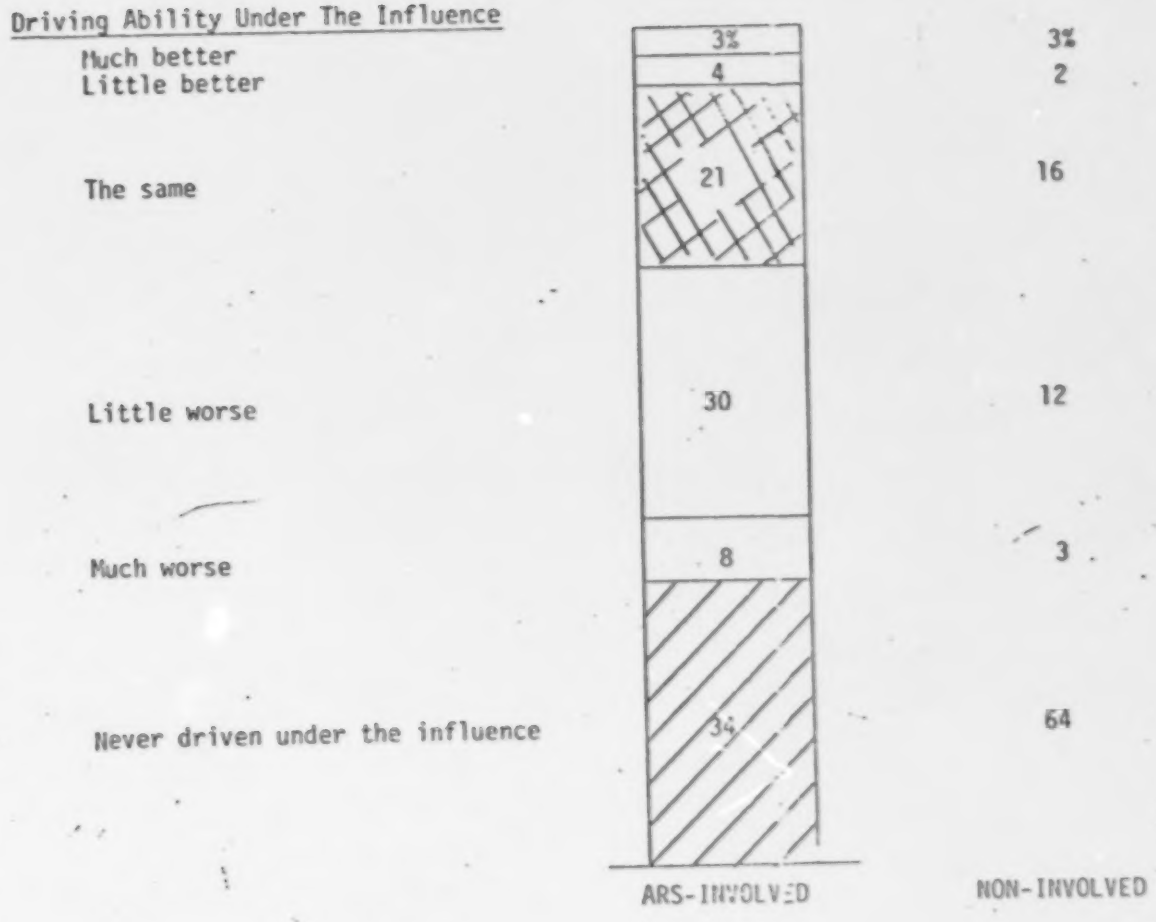
HOW DOES THE ARS-INVOLVED ADULT AND HIGH SCHOOL SEE THE POSSIBILITY OF DEATH AND MAIM OUTCOME?
(Base: Ars-Involved Adult and High School)





HOW DOES THE ARS-INVOLVED HIGH SCHOOL GROUP RATE THEIR DRIVING ABILITY UNDER THE INFLUENCE OF ALCOHOL?

(Base: High School Sample Who Drive)



Q. How do you rate your driving ability under the influence of alcohol compared to the way you usually drive when you are sober?

HIGHLIGHTS
THE STRATEGIC PROBLEM

- ARS-Involved youth are knowledgable about the major role of alcohol in traffic fatalities, and the fact that problem drinkers cause more fatal accidents. Their levels of agreement on these issues are very similar to the adult ARS-Involved group.

- They don't believe it's dangerous to drive after one or two drinks, but think that when you are drunk you can't compensate for it when you drive. They tend to support the adult belief that it is the innocent victim who is killed in the DWI accident.

- On the issue of higher taxes to support stricter law enforcement, the ARS-Involved are some twenty percentage points lower than either Involved adults or Non-Involved youth - a further indication of their low regard for law.

- The ARS-Involved group is aware of the penalties for selling to minors and the restrictions against youth possession of alcoholic beverages. They tend to know someone stopped for possession, but few have heard of harsh consequences. On the issue of DWI they know it is defined by BAC and what BAC is in general, also the legal consequences. They do not understand the specific levels involved nor how much drinking it takes to get there, especially for beer and wine.

- Even more than adults, they believe showers and black coffee can sober up a person and like adults they agree strongly that mixing drinkings increases the effect.

- ARS-Involved youth agree that a person doesn't have to stagger to be drunk, but they feel it is easy to recognize impairment in others. They know you get drunk faster under medication and on an empty stomach, but reject the fact that a small person gets drunk faster than a large one.

- The belief that impairment is easily recognizable is borne out by the fact that almost two-thirds of ARS-Involved youth perceived themselves to have been in the potential DWI situation in the past year. This is strikingly contrasted to the less than 50% of adults. On the other hand, among this high percent of perceivers, only a little over half (58%) took some positive action as compared with three-quarters of the adults.

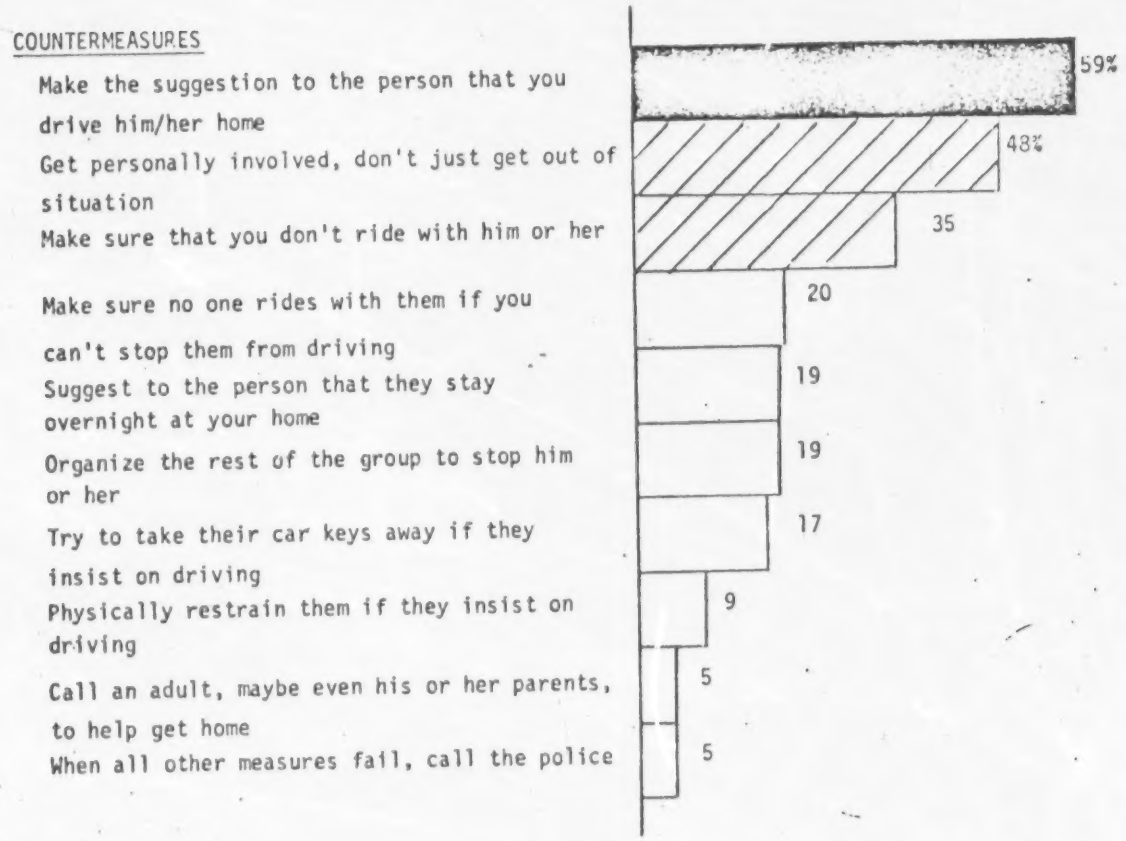
. On the contrary, they frequently have driven or have been a passenger where the driver was drinking heavily. This lack of concern can be attributed to their belief that death or serious injury is not a probable outcome from drunken teen driving and that they themselves don't feel they drive much worse when they are under the influence.

V. COUNTERMEASURE POTENTIAL FOR TEENAGE DWI

- Countermeasures for ARS - Involved

WHAT COUNTERMEASURES OFFER POTENTIAL WHEN THE POSSIBLE DWI IS A PEER OF ARS-INVOLVED HIGH SCHOOL GROUP?
(Base: ARS-Involved High School Sample)

-% Rating "Extremely" Likely to do-


COUNTERMEASURES
Make the suggestion to the person that you drive him/her home
59%
Get personally involved, don't just get out of situation
48%
Make sure that you don't ride with him or her
35
Make sure no one rides with them if you can't stop them from driving
20
Suggest to the person that they stay overnight at your home
19
Organize the rest of the group to stop him or her
19
Try to take their car keys away if they insist on driving
17
Physically restrain them if they insist on driving
9
Call an adult, maybe even his or her parents, to help get home
5
When all other measures fail, call the police
5

SITUATION: You are with a group of your friends, one of them is very drunk and about to drive a car.

= High potential countermeasures
= Moderate potential countermeasures
= Low potential countermeasures

ARE THERE PEER GROUP COUNTERMEASURES THAT MIGHT OFFER POTENTIAL?
(Base: ARS-Involved High School Sample)

-% Rating "Extremely" Likely To Do-

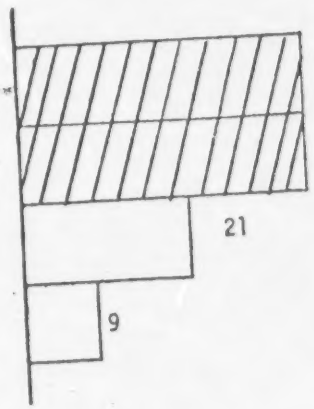
COUNTERMEASURES

Help the person who is driving to limit his or her drinking — 36%

Get the group to care for heavy drinkers, particularly to see that they don't drive — 36

Bring to the attention of the group the seriousness of drinking and driving — 21

Exclude persons from the group who frequently drink too heavily and drive — 9



Q. How likely would you be to do each of the following if you were ever in a group in which drinking and driving frequently occurred?

= High potential countermeasures
= Moderate potential countermeasures
= Low potential countermeasures

HIGHLIGHTS
COUNTERMEASURE POTENTIAL

- The ARS-Involved respond to the hypothetical situation where there is a need for action by expressing an attitudinal willingness to act saying they would not just get out of the situation, but would become involved.

- The specific countermeasures with the highest potential is the offer to drive the person home, and making sure no one rides with the drunk person.

- When in a group that frequently drinks and drives, the ARS-Involved expresses a strong likelihood to help limit the driver's drinking. Additional potential seems to exist for group action in making sure the heavy drinkers don't drive and that the problem is treated seriously.

- Seeking assistance from adults, either parents or police, does not present a viable alternative for countermeasure action.